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| **6th Grade ELA Priority Standards** | | |
| **Reading** | | **Writing (W)** |
| **Literature (RL)** | **Informational Text (RI)** |
| **RL.6.1 – Key Ideas and Details**  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **RI.6.1 – Key Ideas and Details**  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **W.6.4 – Production and Distribution of Writing**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.) |
| **RI.6.2 – Key Ideas and Details**  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| **RL.6.4 – Craft and Structure**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | **RI.6.6 – Craft and Structure**  Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | **W.6.9 – Research to Build and Present Writing**  Draw evidence from literary or informational texts to support analysis, reflection, and research.   * Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). * Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). |
| **RI.6.8 – Integration of Knowledge and Ideas**  Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| **RL.6.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **RI.6.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **6th Grade ELA Priority Standards** | |
| **Speaking and Listening (SL)** | **Language (L)** |
| **SL.6.1 – Comprehension and Collaboration**  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   * Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. * Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. * Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. * Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | **L.6.1 – Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Ensure that pronouns are in the proper case (subjective, objective, possessive). * Use intensive pronouns (e.g., *myself, ourselves*). * Recognize and correct inappropriate shifts in pronouns number and person.\* * Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\* * Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. |
| **L.6.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\* * Spell correctly. |
| **L.6.3 – Knowledge of Language**  Use knowledge of language and its conventions when writing, speaking, reading, or listening.   * Vary sentence pattern. * Maintain consistency in style and tone.\* |
| **SL.6.4 – Presentation of Knowledge and Ideas**  Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | **L.6.5 – Vocabulary Acquisition and Use**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * Interpret figures of speech (e.g., personification) in context. * Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. * Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). |